Application Form

for

Supplemental Service Providers

Title I, No Child Left Behind

State of Tennessee

Department of Education

Lana C. Seivers, Commissioner

Supplemental Educational Services

Under the new Title 1, Part A, of the *No Child Left Behind* Act (ESEA), low-achieving, disadvantaged students attending schools that do not make adequate yearly progress for three consecutive years (i.e., schools are in their second year of improvement) may receive supplemental education services. Tennessee Code Annotated (49-1-602) requires that a school provide supplemental services beginning in the year the school is identified as Probation Year One. States are responsible for identifying eligible supplemental service providers (SSPs). Parents choose the SSP for their children from among the providers approved by the state for their school district. These supplemental services must be provided beginning in the 2002-03 school year.

State education agencies must develop and apply objective criteria to create approved lists of SSPs. States must also consult with parents, teachers, school districts and interested members of the public to identify a wide array of SSP options for students. States must update this list of approved SSPs on at least an annual basis, and must provide a list for school districts of the approved providers in their geographic area.

School systems are required to arrange for the provision of these supplemental education services, and must provide parents with information on the availability of supplemental education services, the identity of approved service providers, and, at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider.

In the case of the selection of an approved provider by a parent, the school system must enter into an agreement with the SSP. The agreement:

- requires the school system to develop, in consultation with parents (and the SSP chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;
- describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;
- provide for the termination of such agreement if the provider is unable to meet such goals and timetables;
- contain provisions with respect to the making of payments to the provider by the school system; and
- prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of parents of such students.

What are supplemental educational services?

The U.S. Department of Education defines supplemental services as tutoring or other extra education services that provide extra academic assistance to students outside the regular school day. The *No Child Left Behind* Act states that these services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children.

Entities eligible to provide supplemental services might include:
- Community agencies
- LEAs
- Public schools
- Charter schools
- Private schools
- After-school programs
- Child care centers
- Libraries
- Community colleges
- Private companies
- On-line schools
- Family literacy programs/Even Start programs
- Faith-based organizations

At a minimum, criteria established by the state education agency for identifying approved SSPs must include:

(1) A demonstrated record of effectiveness in increasing student academic achievement;

(2) Documentation that instructional strategies used by the provider are high quality, research-based and designed to. increase student academic achievement;

(3) Evidence that services are consistent with the instructional program of the school districts and with state academic content standards; and

(4) Evidence that the provider is financially sound.

Instructions for Supplemental Service Providers in Tennessee

Supplemental Educational Service Providers wishing to apply for state approval need to complete the application form available through the link below. All applications should use 12-point font size and single-spacing. All pages should be numbered.

If a supplemental service provider wants to be included on the state-approved list for the beginning of school year 2003-2004, the original and 3 copies of the application must be received in the Department of Education no later than Wednesday, April 30, 2003. Completed applications should be **mailed** to:

<div align="center">

Julie McCargar
Tennessee Department of Education
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0375

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Please review and follow all directions carefully when completing this application. Applications that exceed page limits will not be considered. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact Julie McCargar at (615) 532-6297 or e-mail at Julie.McCargar@state.tn.us.

When applying for approval as a supplemental service provider, the State will have two categories of approval: Full approval and Conditional Approval. Both categories of supplemental education service providers must demonstrate that they have met the minimum requirements in each component of the application as judged by a quality of evidence score of "Moderate Evidence" or above on the evaluation rubric.

Full approval is for those supplemental educational service providers who demonstrate a strong track record of effectiveness and obtain scores on the evaluation rubric of "moderate and strong evidence." Conditional approval is for those supplemental educational service providers who meet the minimum requirements as demonstrated by evidence scores on the evaluation rubric of "moderate evidence." These providers may lack the evidence of a strong track record of effectiveness but demonstrate that they have the capacity to meet the minimum requirements.

All supplemental service providers will be notified in writing or by e-mail of approval status. School Systems will be notified of the availability of SSPs in their area.

The application form is divided into two parts. Part I requests Background Information from each applicant and Part II addresses each of the following indicators of quality for supplemental service providers:

- SSP Effectiveness on Improving Student Performance in Reading and Math;
- Links Between Research and SSP Program Design;
- Connection of SSP Program to State Academic Standards and District(s) Instructional Program;
- Monitoring Student Progress;
- Communication with Schools and Districts;
- Communication with Parents and Families;
- Qualifications of Staff;
- Financial and Organizational Capacity;
- Compliance with Federal, State and Local Health and Safety Standards;
- Compliance with Federal, State and Local Civil Rights Protections; and
- Other Considerations Suggested by the SSP

NOTE: If a supplemental service provider plans to offer services at a school site, permission must be obtained from the school system prior to submitting an application.

This application form was adapted from the *SEA Toolkit on Supplemental Educational Services* developed by the Council of Chief State School Officers (CCSSO) and the Education Quality Institute (EQI).

Tennessee Application For Supplemental Service Providers

<table>
<tr><td colspan="2">Type of Approval Requested
___ Year 1 Conditional Approval   ___ Full Approval</td></tr>
</table>

I. Basic Program Information (Limit 2 Pages)

1. Program Name	
2. Federal EIN or Social Security Number	
3. Provider Contact Information	*Contact Person Name* *Street Address* *City State ZIP* *Phone* *FAX* *Email* *Web site* *Hours of Operation*
4. Subject Areas Covered	*List all major subject areas you address in working with students.*
5. Date SSP Formed	*List the date (month, year) in which you first delivered supplemental educational services to students.*
6. Grade Levels Currently Served	*List the grade levels of your currently served students.*
7. Grade Levels Able to Serve in 2002-03	*List the grade levels you would be able to serve in the coming academic year.*
8. Number of Students Currently Served	*Provide the number of students you currently serve, by grade level*
9. Maximum Number of Students Able to Serve in 2002-03	*Provide an estimate of the maximum number of students that you will be able to serve while maintaining quality service and results.*

10. Service Area	*Please list the school system(s) in which you are able to provide services.*
11. Geographic Setting	*Indicate the setting(s) in which you have provided services to students in the past.* *Urban Rural Suburban* *Indicate the setting(s) in which you are prepared to provide services to students in the future.* *Urban Rural Suburban*
12. Place of Service	*Indicate the location(s) that best describe where you deliver services to students.* *School* *Business* *Place of religious worship (e.g., church, synagogue, mosque, temple)* *Community Center* *Your home* *Student's home* *On-line* *Other*

13. Specific Student Population Served	*If your organization has provided supplemental services to any of the following groups, please indicate.*
	
	Low-income students
	Minority students
	Migrant students
	Limited English proficient students
	    Indicate particular language(s) with which you have
	    expertise
	Special education students
	Other (describe)
	
	Indicate if you wish to only be considered for service toward specific subgroups of children because of special expertise in some areas.

14. Type of Organization	*Indicate the category that best describes your organization.* *For Profit* *Not for Profit* *School Entity* *Institution of Higher Education* *Other (describe)*

15. Time of Service	*Indicate the time(s) that best describe when you deliver services to students.* *Before School* *After School* *Weekends* *Summer* *Other*
16. Mode of Instructional Delivery	*Describe the method(s) in which your program delivers instruction to students (i.e., on-line/Web-based, Individual tutoring, small group instruction, etc.)*
17. Student/Instructor Ratio	*List the ratio of instructors to children in your program.* *_____ students for every 1 instructor*
18. Cost	*Provide an average per pupil cost, per unit of service, describe the length of a typical unit of service (i.e., one hour, one month, one semester, one year, etc.) OR provide a <u>specific</u> description of your pricing structure.*
19. Transportation	*Provide information about accessibility to public transportation from your site.*
20. Program Description	*Provide a very brief (3 sentences maximum) description of your program's offerings that parents could use in their initial search for providers.* *Also indicate which keywords best match your program's offerings:* *Individual tutoring* *Small group interaction* *Reading* *Math* *Motivation* *Behavior/Discipline* *English language acquisition* *You may suggest additional keywords that might be included in a searchable database of providers.*

II. Indicators of Quality

The following will help the State Department of Education determine the quality of service you provide.

A. Evidence of Effectiveness (Limit 2 pages)

Provide descriptions of your program's evidence of effectiveness indicators for <u>at least two of the following indicators.</u> Cite all sources of evidence.

These indicators are listed in order of priority, with strongest consideration given to evidence of positive impact on student achievement on state, district or another nationally available tests, particularly for low-income underachieving students. Evidence of positive impact on additional outcomes will also be considered (e.g., school grades, family/parent satisfaction, student discipline, student attendance, and/or retention/promotion rates), as well as provider conducted studies, database information on student outcomes, and other sources of evidence. However, please note that priority will be given to third-party, independent research (see the U. S. Department of Education Web site for more guidance on scientifically based research for more guidance: http://www.ed.gov/offices/OESE/esea/research/index.html).

If yours is a newly-developed program, you will not have a record of effectiveness to draw upon. In this case, you may apply for *conditional approval.* For conditional approval, we will weigh heavily the indicators in Part B. If approved, you would be listed with other new programs that sought "Year 1 Conditional Approval."

You must provide evidence of effectiveness that falls into at least <u>2</u> of the categories below in order to be approved.

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1. Provide evidence that your program has a positive impact on student achievement on state, district and/or another independent, valid and reliable performance test, particularly for low-income, underachieving students (cite available research studies).

2. Provide evidence that your program has a positive impact on student performance using a measure that is not national or statewide (i.e., test you developed) <u>OR</u> using school grades, homework completion, or school/teacher administered subject area test (cite available research studies).

3. Provide letters of reference from previous clients (families, schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and school district name for each reference. (Submit a minimum o 5 letters and a maximum of 10).

4. Provide additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline (cite available research studies).

B. Evidence of Links Between Research and Program Design (Limit 1 page)

Your application in this area will be evaluated based on the extent to which you are able to clearly and specifically explain how the key instructional practices and major design elements of your program are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement.

For SSPs that offer reading instruction, the findings of the National Reading Panel (http://www.nationalreadingpanel.org/) must be addressed by the program design.

1.   Explain the theoretical and empirical rationale behind major elements of your program (research citations must be included). Examples of "major elements" may include mode of instruction, class size, time on task, etc.

C. Connection to State Academic Standards and District(s) Instructional Program(s) (Limit 1 page)

Your application in this area will be evaluated based on the extent to which you are able to clearly and specifically describe your program's connection to state academic standards and district(s) instructional program(s). Your description should address both of the following indicators. State academic standards can be found on the Department of Education Web-site (http://www.state.tn.us/education/ci/cistandards.htm).

1.   Describe your program's connection to specific state academic standards. When possible cite the specific standards your program addresses.

2.   Describe your program's connection with the instructional program(s) of the district(s) in which you intend to operate. Cite the specific district program(s) and describe the connection.

D. Monitoring Student Progress (Limit 1 page)

Your application in this area will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, and evaluate and monitor student's progress towards clearly identified goals. Your description should address all three of the following indicators.

1.   Describe the specific process you use to assess/diagnose student needs, identify skills or knowledge gaps, and prescribe an instructional program based on the student's individual needs.

2.   Describe the specific process you use to evaluate, monitor, and track student progress on a continuous and regular basis.

3.   Describe how you develop a timetable for each student's achievement gain that includes clear goals for the student.

E. Communication with Schools and Districts (Limit 1 page)

Your application in this area will be evaluated based on the extent to which you can demonstrate a clear link between the academic program a student experiences in the regular school day and the instruction and content of the supplemental educational program you provide. Clearly explain the specific methods, tools, and processes you use to communicate student progress to schools and describe how you ensure a connection between the school program and your own services. Your description should address <u>both</u> of the following indicators.

1. Describe how you ensure a connection between your instructional program and the program in place at your students' school(s). If your program differs from the district's prevailing instructional or curricular approach, explain why it differs and how it meets student academic needs.

2. Describe the specific procedures you use to report on student progress to your students' teacher(s) and appropriate school or district staff (be sure to state how often you use this procedure).

F. Communication with parents and families (Limit 1 page)

Your application in this area will be evaluated based on the extent to which you can demonstrate a consistent and specific process for providing parents and families of your students with information on the progress of their child in increasing achievement, and providing that information in a format and language that parents can understand. Clearly explain what methods, tools, and processes you use to communicate student progress to your students' parents and families. Your description should address <u>at least two</u> of the following indicators.

1. Describe the specific procedures you use to report on student progress to your students' parents/families (be sure to state how often you use this procedure).

2. Describe your services to parents and how you involve parents in creating a timetable/goals for their child's academic progress.

3. Describe how you work to accommodate the needs and schedules of working parents.

4. Describe your process for resolving any disputes or conflicts you or your staff may have with parents.

5. Are parents required to participate in the service you provide? If yes, describe their expected role and how you work with parents to explain this role.

6. Do you train staff to work with parents? If yes, please describe this training (include an explanation of the content, to whom and when it is offered).

7. Are you able to provide information to parents and families in languages other than English? If so, which languages?

G. Qualifications of Instructional Staff (Limit 1 page)

Your application will be evaluated based on the extent to which you offer strong evidence of highly qualified staff and have demonstrated a commitment to ongoing professional development and improvement of your own products and services.

You may use the following as sources of evidence:
- ◆ The amount and quality of training provided to program staff;
- ◆ Years and level of work experience, particularly in working with Title I students;
- ◆ Highest degree attained; and/or
- ◆ Certification of staff.

If you employ fewer than 5 staff members, please submit a resume for each staff member (outlining employment experience, professional development experiences, and professional affiliations).

Your description should address <u>at least two</u> of the following indicators.

1. Describe your staff qualifications to provide high quality supplemental services (see instructions above for a list of possible evidence of staff qualifications).

2. Describe your (and/or your staff's) experience in working with Title I students.

3. Describe professional development you (and/or your staff) attend to improve your instruction, products, and services (include and explanation of the content, to whom and when the training is/was offered).

4. Describe your process for recruiting and hiring high quality staff, offering ongoing training opportunities, and regularly reviewing staff performance.

H. Financial and Organizational Capacity (Limit 1 page)

Your application will be evaluated based on the extent to which you offer strong evidence of your capacity to deliver quality services over time and at scale.

You may use the following as sources of evidence:
- ◆ Copies of business license or formal documentation of legal status with respect to conducting business in the state (and district(s), if applicable);
- ◆ Contracts, warranties, or guarantees for service provided;
- ◆ Proof of liability insurance (company name and policy number, or copy of policy cover page);
- ◆ A description of how your business currently receives funds (i.e., grants fees-for-service, etc.)
- ◆ Audited financial statements;
- ◆ Credit ratings from an independent rating agency;
- ◆ Business plans or profiles that might include: goals, timelines and expected outcomes; detailed action steps; descriptions of financial and staff resources; organizational budgets that accounts for revenues and expenses and cash flow activity; and outlines of roles and responsibilities of staff within the organization.

H. Financial and Organizational Capacity (continued)

- ♦ Descriptions of experienced management team (e.g. CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system.
- ♦ Samples or descriptions of formal contract, data collection, accounting, and communications processes and systems.

Your description should address point 1 below (financial stability) and <u>at least one</u> additional indicator from this category.

1.   Submit evidence that your organization is financially sound. Your evidence may include: a description of how you currently receive funds (i.e., grants, fees-for-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses and cash flow activity; and proof of liability insurance (include company name and policy number, or a copy of the policy cover page).

2.   Submit evidence demonstrating that your organization has a sound management structure. Your evidence may include: business plans or profiles; descriptions of an experienced management team (e.g. CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who are involved in setting direction and maintaining a leadership system that enables your students to reach high standards.

3.   Submit evidence demonstrating that your organization possesses adequate organizational resources to meet consumer demand. Your evidence may include: business plans or profiles, descriptions of financial and staff resources.

4.   Do you issue contracts, warrantees, or guarantees for services provided? If yes, describe this process and submit a sample document.

5.   Do you maintain formal contact, data collection, accounting, and communications processes and systems? If yes, describe these systems.

6.   Submit copies of business license or formal documentation of legal status with respect to conducting business in the state.

1.Compliance with Federal, State and Local Health and Safety Standards (Limit ½ page)

Your application will be evaluated based on the extent to which you comply with federal, state and local health and safety standards. Your description should address <u>all of the following</u> indicators.

1.   Do you conduct criminal background checks on all employees before hiring (as required by TCA 49-5-413)?

2.   Describe and submit a copy of all required licenses and/or certifications for health and safety.

3.   Describe your safety record and procedures.

4.   Describe the location and environment in which your services are provided.

J. Compliance with Federal, State and Local Civil Rights Protections (Limit ½ page)

Your application will be evaluated based on the extent to which you comply with federal, state and local civil rights protections for program employees *and* participants. It should be noted that providers who are religiously affiliated are prohibited from refusing to hire otherwise qualified tutors or denying students who are not of that religion. SSPs must ensure that instruction is secular, neutral and non-ideological. Your description should address <u>all of the following</u> indicators that apply.

1.   Submit evidence demonstrating that your organization complies with federal, state, and local civil rights protections for your employees.

2.   Submit evidence demonstrating that your organization complies with federal state and local civil rights protections for students.

3.   Submit an assurance that your organization offers instruction that is secular, neutral and non-ideological.

4.   If you intend to provide services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.

K. Other Considerations (Limit ½ page)

If you have other considerations you would like the Department to review when considering your application, provide them with no more than ½ page of text. This section is optional.

1.   Optional, summarize additional considerations in no more than ½ page of text.

L. Narrative Description of Program (Limit 3 pages)

Summarize your program in a narrative form that can be used to market your service to schools, parents or districts. All items in this narrative should have been provided to the SEA for evaluation purposes in the various sections above.

Narrative descriptions should include:
   ♦   Your approach and model of instruction;
   ♦   How student needs are assessed/diagnosed, skill gaps are identified, and how instructional program/intervention is prescribed based on the student's individual needs;
   ♦   How services offered will help Title I students improve their achievement;
   ♦   Staff training;
   ♦   The program facilities/equipment, including technology, computers and software;
   ♦   Instructional materials provided (and those the student is required to provide, if any);
   ♦   Specific strategies used to work with parents/families;
   ♦   Specific strategies used to work with school personnel; and
   ♦   Specific strategies to evaluate program effectiveness.

1.   Summarize your program in a narrative form.